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UNIVERSITY OF MYSORE.

Notification No. 16867, *dated* 1*st February* 1931.

The following are the detailed courses of study in the several subjects specified for the B. T. Degree Examination :—

PRINCIPLES OF EDUCATION.

The need for an adequate Philosophy of Education for India : Problems resulting from the lack of it—Factors to be considered—Historical and Critical Survey of some educational aims—Class-room implications—Education as "Continuous reconstruction of experience."

The traditional kinds of Education—Elementary and Higher—Instrumental and Cultural—Academic and Practical—Vocational and Avocational—Distinction one of degree and not one of kind.

Data of Education : Innate tendencies of the child—Social inheritance—Nature and Nurture—Individual differences and their educational implications.

Function of the School : School and the individual—School and Society—The State and the School.

The subject-matter of Education : Possible criteria of selection—Values derived from aim—The demands of the various stages of development—Classification of the materials.

The Curriculum : Principles determining choice and scope. The School studies and their values. Objectives a basis for curriculum construction.

Outcomes of the Educational Process : Habits, skills, ideas, knowledge, meanings, facts, principles, tastes, ideals and attitudes.

Physical Education : Games and Physical exercises—The place of Play in Education—Teaching of personal hygiene.

Moral Training : Corporate life—Personal and non-personal influences—Pupil self-government—Need for special emphasis—Freedom in Education—Sex Education.

Books to be Studied.

1. Raymont : Principles of Education (Longmans).
2. Nunn : Education : Its Data and First Principles (E. Arnold).

Books to be Consulted.

1. Henderson : Text-book in the Principles of Education (Macmillan).
2. Moore : What is Education ? (Ginn & Co.).
3. Bagley and Keith : An Introduction to Teaching (Macmillan).
4. Bode : Modern Educational Theories (Macmillan).
5. Kilpatrick : The Foundations of Method (Macmillan).
6. Dewey : Democracy and Education (Macmillan).
7. Bagley : Educational Values (Macmillan).
8. Welton and Blandford : Moral Training through School Discipline (University Tutorial Press).
9. Findlay : Foundations of Education—Vols. I and II (University of London Press)

EDUCATIONAL PSYCHOLOGY.

Introductory : The biological background of Education. The meaning of Heredity in relation to Education (Reference, Sandiford, pages 13-49). The ideals and aims of education considered from the psychological standpoint.

Character Education : The Education of the basic impulses of curiosity, fear, anger, appeal, parental protection, sex, herd, play, and laughter. (Reference. McDougall, pages 127-176 ; Bertrand Russel, pages 69-167 ; and Watson, pages. 29-78). Problems of Discipline, authority and punishment considered from the Psychological standpoint. Suggestion and the unconscious elements affecting the conduct of school children (Reference. Green Psycho-analysis in the class-room).

Cognitive Education. Favourable conditions for securing *Attention* and *Interest*. Economical methods of *learning* for retention and recall. The Cultivation of effective habits of *Thinking*. (Reference. Ward, pages 74-95 ; Dewey, pages 14-45 ; 157-188).

Psychology of School Subjects : The Psychology of Language—Teaching. (Reference. Ballard ; Teaching the Mother Tongue). Psychology of Mathematics. (Reference. Ballard : Teaching and the Essentials of Arithmetic).

Psychology of Mathematical Sciences. Psychology of Biological Sciences, (Reference. Judd, pages 71-100 ; 325-357).

Books to be studied.

1. Sandiford: Educational Psychology.
2. Ward, J.: Psychology applied to Education.
3. Russell, B.: On Education.

Books to be consulted.

1. Gast and Skinner: Readings in Educational Psychology.
2. Watson: Psychological care of the Infant and Child.
3. Dewey: How We Think.
4. Judd: Psychology of Secondary Education.
5. Parker: Methods of Teaching in High Schools.
6. McDougall, W.: Outlines of Psychology.

METHODS OF TEACHING PARTICULAR SUBJECTS.

A. LANGUAGE.

1. Aims of Language Teaching:—
   (*a*) Learning of content and Linguistic elements,
   (*b*) Development of Linguistic appreciation,
   (*c*) Development of æsthetic appreciation,
   (*d*) Development of expression.
2. Methods of Teaching the Vernacular with special reference to Reading and Expression—Oral and Written.
3. Methods of Teaching English:
   (*a*) The Direct Method,
   (*b*) The Translation Method,
   (*c*) The Comparative Method,
   (*d*) West's "New Method."
4. Methods applicable to the Teaching of English in different grades of Schools.
5. Methods appropriate to the teaching of the various branches of Language, Poetry, Prose, Grammar and Composition.
6. Teaching appliances and their uses.

B. HISTORY.

1. Meaning of History
2. The aims of teaching History:
   (*a*) Knowledge and search for Truth.
   (*b*) Development of Civic and National Consciousness,
   (*c*) Development of Historical Imagination,
   (*d*) Development of Political Insight,
   (*e*) Development of Critical and Ethical Judgment.
3. Methods of teaching History and their comparative values:—
   (*a*) Chronological Method,
   (*b*) Retrospective Method,
   (*c*) Concentric Method,
   (*d*) Biographical Method,
   (*e*) Source Method.
4. Appropriateness of different grades of schools.
5. Teaching appliances and their use.

C. GEOGRAPHY.

1. Meaning of Geography.
2. The aims of teaching Geography:
   (*a*) Knowledge of man's physical and social environment.
   (*b*) Man's adaptation to and reconstruction of the environment.
3. Different branches of Geography:
   (i) Physiographical.
   (ii) Political.
   (iii) Economic and Commercial
4. Methods of Teaching:
   (*a*) Observational Method,
   (*b*) Descriptive Method, and
   (*c*) Regional Method.
5. Appropriateness of different methods in different grades of schools.
6. Teaching appliances and their use.

D. MATHEMATICS.

1. Aims of teaching Mathematics:
   (*a*) Practical,
   (*b*) Cultural,
   (*c*) Formal.
2. The place of Mathematics in Sciences.
3. The distinctive characteristics of the different branches of Mathematics.
4. Methods of Teaching:
   (*a*) The Deductive and the Inductive,
   (*b*) The Analytical, and
   (*c*) The Practical and the Graphic.
5. Appropriateness of the different methods in different grades of schools.
6. Teaching appliances and their use.

E. SCIENCES.

1. The meaning of Science.
2. Aims of teaching Sciences:
   (*a*) Precision of knowledge,
   (*b*) Scientific attitude and habit of mind, and
   (*c*) Cultural value.
3. Unity of Sciences.
4. Methods of Teaching:
   (*a*) The method of experiment, observation and inference.
   (*b*) Demonstration and Practical Laboratory Method, and
   (*c*) Heuristic Method.
5. Laboratory—its equipment and management.
6. Apparatus and their use.

Books to be studied.

General.

Judd: Psychology of High School Subjects (Ginn & Co.)
Davis: Technique of Teaching (Macmillan & Co.)

English.

M. West. Language in Education.
Wyatt: Teaching of English in Indian Schools.

Science.

F. W. Westway: Science Teaching.
What it was, What it is and What it might be (Blackie).
Brown: Teaching of Science.

Mathematics.

D. E. Smith: Teaching Elementary Mathematics.
Lanslaw: Teaching Mathematics.

History.

Bourne: Teaching History and Civics.
Johnson: Teaching of History.

Geography.

Redway: The New Basis of Geography.
Dudley Stamp: How to teach Geography in the Schools of India.

Books to be Consulted.

General.

Parker: Methods of Teaching in High Schools (Ginn).
Welton: Principles and Method of Teaching (Tutorial).
Cock: Practical Hints for Junior Teachers (Longmans).
Kendell: How to teach Special subjects (Houghton).

English.

D. Jones: English Phonetics.
Chubb: Teaching of English.
Report of Departmental Committee—Teaching of English in England: H. M. Stationery Office.

Science.

A. Wolf: Essentials of Scientific Method.
Smith and Hall: Teaching of Physics and Chemistry.

Mathematics.

Pondon: Stories about Mathematics Land (Dent & Co.)
Thorndike: Psychology of Arithmetic.

History.

Maitland: Teaching of History.
Rushbrook Williams: Handling of Historical Material.
H. W. Caldwell: Sources, Method of Teaching History in High Schools.
H. B. George: Relation of Geography to History.

Geography.

Kind: Methods and Aids in Teaching Geography.
McMurry: Special Method in Geography.
Seikie: Teaching of Geography.

COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS.

1. INTRODUCTORY.

The 19th Century remarkable for the growth of national systems of education. The aim of a national system of education. Reasons for the study of foreign educational systems. Survey of Pre-British indigenous education in India. Maktabs, Patasalas, Mutts and Madrasas—History of British Education in India. The problem of a national system of education for India.

2. EDUCATIONAL ADMINISTRATION.

Central and local control of education. Advantages and disadvantages.

India.

(*a*) Central control: Present educational administration. Diversity of educational practices in the various Provinces. Uniformity in certain respects—Centralization of control within each Province—Education, a "transferred subject"—The Minister of Education—The Director of Public Instruction—The Inspectorate—their functions and powers.

(*b*) Local control: Municipalities, District and Taluk Boards—Village Panchayets—their powers and responsibilities—District Educational Committees.

England.

(*a*) Central control: The Board of Education—its organisation and function—the Consultative Committee—the Department of Special Enquiries and Reports.

(*b*) Local control: The Local Education Authority—Borough and County Councils—Educational Committees—Local Officers—Adjustment of Control and Local authority.

United States of America.

Decentralization—The Bureau of Education—its function—tendencies towards centralisation within each State.

Germany.

Centralisation within the constituent States of the Republic—The Minister of Education—Organisation of the Inspectorate—Local Bodies and Officers or Administration.

Japan.

Centralised control under the Ministry of Education—The Bureau and the Inspectorate.

3. EDUCATIONAL FINANCE.

The financial arrangements between Central and Local Authorities and the powers of Local Authorities in the matter of levy of education cesses (or rates).

4. EDUCATIONAL ORGANISATION.

(*a*) *General Outstanding Characteristics.*—Diversity of Practices in England. England, more a political than a social democracy—Democratic system of education in the

U. S. A. The common educational school. Education free and secular. Its practical character. Democratic tendencies in post-war German Education. The Grund-schule. Unification of types. Successful adoption of Western educational ideals and methods in Japan. System adapted to the needs and genius of the people. India, an instance of an oriental country in a state of transition.

(*b*) *Elementary Education.—India*—Problem of illiteracy and "Educational Mortality". Compulsory Education—Gokhale's Bill. Difficulties of enforcement. Present state of legislation and practice in various areas.

Aim, organisation, curriculum, staff, methods and tendencies of elementary education in India, Japan, Germany, England and the United States of America.

(*c*) *Post-Elementary Education.—India* : Attempts to provide this education—Senior Vernacular or Higher Elementary Schools in some provinces. Need for grater development. Present tendency of all elementary education leading to secondary education to be an end in itself.

Post-Elementary Education in other lands. The Higher Elementary and Central Schools of England; The Mittelschule of Germany; and the advanced Elementary Schools of Japan.

(*d*) *Secondary Education.—India* : Present organisation of Secondary Education. Uniformity of type. Problems of Indian adolescence. Need for diversity of institutions according to the resources of the land and the tastes of youth. Introduction of vocational courses; aim organisation, curriculum, staff. Methods and tendencies of Secondary Education. Special problems: Medium of Instruction—Sex and Religious Education.

England.—The Public Schools, Grammar Schools, Municipal or Council Schools and Private Secondary Schools.

Germany.—The Gymnasium, Real Gymnasium, Oberrealschule, Aufbanschule and Deutsch Obeschule.

United States of America.—The Junior and Senior High Schools.

Japan.—The Middle and High Schools.

(*e*) *Women's Education.—India* : Problems of Women's Education. Prevailing illiteracy. Effect on Society, Signs of awakening, Present attempts to improve Women's education. Ideals of Indian Womanhood. Aim, organisation, curriculum, staff, methods and tendencies in Women's education.

Women's Education in other Lands.—Development of higher education. Facilities in England. The Lyzeum and Ober Lyzeum in Germany. Co-Educational Universities and training colleges in the United States. Similar developments in Japan.

(*f*) *Vocational and Technical Education.—India* : The literary and non-practical character of Indian education. Conclusions of the Industrial and Agricultural Commission Reports. The Sadler and Hartog Committee recommendations. Need for and difficulties of Vocational Education.

England.—Continuation Schools, Trade Schools, Polytechnics, etc.,

Germany.—Technical Schools of all grades including the Fortbildungschule Fachschulen and Hochschulen.

United States of America.—Commercial, Industrial and Agricultural Schools, Vocational and pre-Vocational Training. Evening and Day Schools.

Japan.—Various grades of technical schools. Classes A. and B. Higher Technical Schools in Agriculture, Engineering, Technology, Commerce and Navigation.

(*g*) *Teacher Training.—India* : Post-Graduate and Under-Graduate training. Normal Schools and Training Colleges. Increased demand for trained teachers everywhere. Experimental methods in training institutions.

(*h*) *Adult Education.*—Continuation Schools—Day and Evening—in England, America, Germany and Japan. Their aim, content and organisation. The problem in India with special reference to method of rapid literacy, text-books, visual instruction, etc.

(*i*) *New Educational Tendencies and Experiments.*—Attempts to follow up the methods and investigations of the West.

England.—The Monitorial system. The pupil-teacher system. The Bursar. The Student-Teacher. The College and University trained teachers. Refresher Courses.

Germany.—Elaborate and thorough training of Elementary and Secondary school teachers. The Seminar.

United States of America.—The Normal Schools and the Training Colleges of Universities. Summer Courses. Similar arrangements in Japan.

Books to be Studied.

1. Zia Uddin Ahmad: Systems of Education.
2. P. Sandiford. (Editor): Comparative Education.
3. R. Masood: The Educational System of Japan.

Books to be Consulted.

1. F. W. Roman: New Education in Europe.
2. A. Mayhew: The Education of India.
3. Year-books of the International Institution, Columbia University.
4. Van Doren: Experiments in Rural Education.

5. M. Olcott: Village Schools in India.
6. S. V. Venkateswara Ayyar: Indian Culture.
7. Hartog Committee Report.
8. Lajpat Rai: National Education in India.

CLASS-ROOM TECHNIQUE AND SCHOOL ORGANISATION.

School Organisation.—Head Master and his duties—staff meeting—timetables—classification and promotion—class records—improvement programmes.

Material Conditions.—School buildings—Class-rooms—light, shape and size—Desk and Bench—Wall and decorations—Library—Playgrounds.

School Hygiene.—Medical Inspection—Preventible and contagious diseases—First Aid—Games and Physical Exercises.

Process of Teaching.—General principles of teaching and learning. Framing of courses—Teaching Units—Lesson plans and notes of lessons—Types of lessons—Phases of instructions.

Devices of Teaching.—Text-Books—Uses and abuses—Collateral reading—Questions and answers—Examinations. Illustrations—Note-books.

Morale.—Rewards and punishments—Pupils' Self-Government—Clubs and other studet activities—*Esprit de corps*—Parental co-operation—Games.

The Teacher.—Qualifications, Professional etiquette—Relation to pupils, colleagues and inspectors—Professional attitude—Organisation and supervision of the school office and maintenance of records. Nature and purpose of inspection.

Books to be Studied.

1. Morrison: Practice of Teaching in Secondary Schools.
2. Strayer: A Brief course in the Teaching Process (Macmillan).

Books to be Consulted.

1. Raymont: Principles of Education (Longmans).
2. Davis: The Technique of Teaching (Macmillan).
3. Waples: Procedures in High School teaching (Macmillan).
4. Stormzand: Progressive Methods of Teaching (Macmillan).
5. Bagley: School Discipline (Macmillan).
6. Bagley: Class Room Management (Macmillan).
7. Dewey: Moral Principles in Education (Macmillan).
8. West: Indian School Organisation and Inspection (K and J Cooper, Bombay).
9. Bray: School Organisation (University Tutorial Press).
10. Johnson: Administration and Supervision of the High School (Ginn & Co.).
11. R. A. Lysher: The Hygiene of the School (Tutorial).

MENTAL AND EDUCATIONAL MEASUREMENTS.

Introductory.—Inaccuracies in the present system of school marking and in teachers' estimates of intelligence and character. Value of tests for the teacher. Some simple statistical concepts and devices, *e.g.*, measure of central tendency, variability and correlation.

Mental Measurements.—Tests of general ability—Methods of administering, valuing, tabulating and interpreting—Individual, Group, Performance and Pre-School tests of intelligence.

Principles of test construction—Limitations of intelligence tests—Nature of intelligence—Its growth and maturity—Is Intelligence innate? Scales of Personality traits and Objective tests of character trends. Vocational tests of Scientific, Mathematical, Musical, Mechanical, Clerical and Manual abilities.

Educational Measurements.—Methods of administering, valuing, tabulating and interpreting tests of—Reading, Writing, Spelling, Vocabulary, Grammar, Composition and Arithmitic.

Tests of attainment in Content subjects—Sciences, Mathematics, History and Geography.

Principles of Educational test construction: establishment of Norms and Standards.

The value and the limitations of the new examination methods.

Books to be Studied.

1. Ballard: Group Tests of Intelligence.
2. Symonds: Measurements in Secondary Education.
3. Gessel: Infancy and Human Growth.

Books to be Consulted.

1. Ballard: Mental Tests.
2. Ballard: New Examiner.
3. Monroe: Measuring Results in Teaching.
4. Lovine and Marks: Testing Intelligence and Achievement.
5. Drever: Performance Tests of Intelligence.

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V. GOPALASWAMI AIENGAR,
Registrar.